



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/12/2018

Dr. David Smith
Evansville Vanderburgh SchI Corp.: #7995
951 Walnut St
Evansville, IN 47713

Dear Dr. David Smith,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Lincoln Comm. School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$303,868.20** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Evansville Vanderburgh School Corporation	Corp #	7995
School	Lincoln School	School #	8251
Superintendent Name	Dr. David Smith	Email	david.smith@evsck12.com
Title I Administrator Name	Dr. Velinda Stubbs Mrs. Carrie Hillyard	Email	velinda.stubbs@evsck12.com carrie.hillyard@evsck12.com
Principal	Mrs. Knetra Shaw	Email	knetra.shaw@evsck12.com
Telephone	(812) 435-8235	Fax	(812) 435-8872
SY 2018-2019 Allocation	\$303,868.20		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
Kelsey Wright	EVSC Director of School Transformation
Knetra Shaw	Principal: Lincoln School
Blake Elpers	Assistant Principal: Lincoln School
Angela Greenwell	EVSC Senior Transformation Strategist
Velinda Stubbs	EVSC Deputy Superintendent of Teaching and Learning
Kimberly Reeder	Teacher
Lauren Ubelhor	Teacher
Sarah Bassett	Teacher
Marvin Smith	Master Teacher
Sarah Bombick	Master Teacher
Susan Zobitne	Teacher

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.



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By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators													
Achievement Indicators	Baseline SY 2014 - 2015*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	13.9%	19%	18.1%	23%	19.6%	28%	Not Yet Released	33%		38%			
Percent of students proficient on ISTEP (ELA) (3-8)	41.2%	46%	48.4%	51%	36.5%	54%	42% (unofficial results)	57%		60%			
Percent of students proficient on ISTEP (Math) (3-8)	17.9%	23%	23.1%	26%	30.2%	31%	31% (unofficial results)	36%		41%			
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only	76%	61.5%	61.5%	64%	74.1%	77%	44%	80%		82%			
Leading Indicators	Baseline SY 2014 - 2015*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
1. Number of minutes in the School Yr. students are required to attend school	425 minutes/day * 180 days = 76500 annual minutes	76,500	76,500	76,500	76,500	76,500	76,500	76,500		76,500		76,500	

2. Number of daily minutes of math instruction	80	80	80	80	80	80	80	80		80		80	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90		90		90	
4. Student attendance rate (must be % between 0 and 100)	96.7%	97%	97%	97%	95%	97.6%	97%	97.9%		98.2%		98.4%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	230	213	154	184	155	150	146	140		135			
6. Expanded Learning Time (total number of hours offered)	169	169	169	169	169	169	169	169		169			
7. Number of discipline referrals	1100	1070	1185	1150	1229	1080	1303	1264		1226			
8. Discipline incidents – number of suspensions and/or expulsion	116	111	144	137	203.5	123	131	117	SUS-- EXP--	112	SUS-- EXP--	107	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	HE: 3 E: 19 IMP: 2 IN: 0	HE: 4 E: 18 IMP: 2 IN: 0	HE: 8 E: 27 IMP: 1 IN: 1	HE: 9 E: 26 IMP: 0 IN: 0	HE: 9 E: 20 IMP: 0 IN: 0	HE: 10 E: 19 IMP: 0 IN: 0	Data not finalized	HE: 11 E: 18 IMP: 0 IN: 0	HE: 11 E: 18 IMP: 0 IN: 0	HE: 12 E: 17 IMP: 0 IN: 0	HE: 12 E: 17 IMP: 0 IN: 0	HE: 13 E: 16 IMP: 0 IN: 0	HE: 13 E: 16 IMP: 0 IN: 0
10. Teacher attendance rate (must	93.5%	94.5%	95%	96%	95.6%	97%	94%	97%		98%		98.5%	



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be a % between 0 and 100)													
11. Teacher retention rate (must be a % between 0 and 100)	61%	85%	78%	75%	56%	83%	68%	87%		90%		90%	

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> • Culture of feedback resulting from consistent instructional rounds by coaching and administrative teams • Leadership team focus on coaching quality rooted in “The Art of Coaching” and “Leverage Leadership” with ongoing development from the Office of Transformational Support • PLC time is intentionally scheduled before and after school so administrative and academic coach support can be provided to each team. • Incorporation of NWEA data to make instructional decisions. • Data drives the planning and implementation of professional development that is job-embedded through ILP, school-specific coaches, and other district and school leadership. • Teacher Academy, created by teacher leaders, takes place in the summer which promotes understanding of Lincoln culture, casts the vision for 2018-2019 school year, and promotes relationships amongst the entire staff. • High expectations for daily practices are set and monitored by administration, coaches, and teacher leaders. • Walkthroughs occur regularly that provide teachers with specific, actionable, and meaningful feedback. • A behavior screener is used to assist in the identification of Tier II students to receive additional social-emotional and/or behavior interventions (i.e. Mind Up.) 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Shared instructional vision • Clear tracking systems with Intentional Data Analysis (short and medium cycle data) that guide ongoing instruction • Alignment of formative data systems that increase the effectiveness of coaching cycles • Consistent utilization of resources by all grade levels that address student adverse childhood experiences that have become a barrier for learning in the classroom. • Tier II students are overidentified based on Tier I inconsistencies. • Inconsistency with building student-to-student, teacher-to-student and teacher-to-teacher relationships
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<ul style="list-style-type: none"> Lincoln’s coaching capacity includes a professional development specialist, a full-time coach, a half-time coach, a social and emotional learning specialist, an internal PBIS coach, and a social worker. Lincoln’s teacher attendance exceeds their set goal. 	
<p>Opportunities:</p> <ul style="list-style-type: none"> Utilize coaching model as well as Learning Science Instructional Strategies training to improve rigor of tier I core instruction Capitalize on professional development and resources to continue to broaden knowledge and classroom practices to better approach the neuroscience of how to eliminate barriers to student learning through district branding of GAIN initiative and PBIS funds. Utilize the PBIS/SEL teams to increase the understanding of PBIS classroom practices leading to decreased loss of instructional minutes. Utilize NWEA Learning Continuum and ongoing monitoring and tracking to drive instructional decisions. SEL Curriculum utilized to build relationships and to teach students strategies remain calm, alert, and ready to learn. 	<p>Threats:</p> <ul style="list-style-type: none"> Lincoln’s ability to maintain enrollment numbers due to transient population and neighborhood attendance district lines. Lincoln has a high percentage of students with multiple adverse childhood experiences. Preconceived ideas of Lincoln School negatively impacts the community’s perception and have at times impacted the Lincoln application pool, and student enrollment. Lack of quality candidate pool who are seeking employment in a high-poverty building

Projected Outcomes for SY 18-19

- Every teacher receives ongoing coaching support aligned to identified needs to implement high quality, standards-based instruction leading to increased student achievement
- Reduce the amount of daily instructional time lost due to student behavior concerns.
- Increase the number of students exceeding their NWEA growth goals.
- Increase the number of students that perform within the typical and high growth categories of Math and English ISTEP.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>The Offices of Transformational Support (OTS), in collaboration with Mass Insight Education (MIE), provides building leaders coaching strategies and resources that utilize high-leverage focused feedback to instructional staff to ensure that all building staff have a support person. Lincoln will continue to refine coaching cycles that maximize tiered support to all teachers and staff that is aligned to a strong, shared instructional vision.</p> <p>The building leaders will receive ongoing support coordinated through the OTS to accelerate the instructional shift towards student-centered instruction with rigor based on the research-based strategies from Learning Sciences International and remove barriers that prevent or impede progress towards the shared instructional vision. Through ongoing collaboration at all layers of leadership, a</p>	<p>Multiple Phases: Beginning Summer, 2018</p> <p>All leadership development is based on cycles of support that incorporate baseline data collection, goal setting, action planning, implementation, and follow up.</p> <p>The OTS is embedded within the schools to support the cycles on an ongoing basis while MIE provides an outside evaluative perspective through the SRA and follow-up with support as identified.</p>	<p>Mass Insight Education: \$10,000 (Split Funded with 1003a)</p> <p>2 Master Teachers: \$128,606.53</p>	<p>MIE, Lincoln's external partner, will provide a School Readiness Assessment (SRA), an evaluation that encompasses areas of strengths as well as weaknesses. The external evaluation data will compared to previous School Readiness Assessment data.</p> <p>Principal will meet quarterly root cause aligned goals.</p> <p>Increased staff ownership and understanding of the instructional vision as seen through increases in the following school data:</p> <ul style="list-style-type: none"> - Instructional Walkthrough data will show increases in instructional strategy implementation aligned to the vision. - Increase of building leaders' coaching quality through quarterly observations of coaching

	<p>pipeline of leadership will promote second order change and ownership of the instructional shift.</p> <p><i>Person Responsible: Principal, Assistant Principal, Master Teachers, Office of Transformational Support</i></p>	<p>Building leaders utilize coaching cycles to support teachers in strategy implementation through high quality feedback and coaching conversations on at least a biweekly basis.</p>		<p>conversations by OTS that contain criteria of highly effective feedback.</p> <p>- Weekly support sessions that address areas of growth of building leaders based on documentation of previous and ongoing coaching conversations.</p>
Develop Teacher Effectiveness	<p>The OTS will provide support by collaborating with building leaders to refine coaching cycles that provide teachers ongoing differentiated support to accelerate the instructional shift towards student-centered instruction with rigor developed from the research-based strategies of Learning Sciences International.</p> <p>Teachers and building leaders will also have the opportunity to attend the Learning Sciences International's Building Expertise Summer Learning National Conference, 2019 in order to further develop research-based instructional strategies that incorporate rigorous curriculum.</p> <p>Teachers will receive individualized support through the coaching cycle to increase classroom effectiveness, specifically in regards to cognitive complexity and culture/climate provided by the Social and Emotional Learning (SEL) specialist and instructional leadership team depending on the needs of the teacher.</p> <p>The SEL Team and Specialist will provide additional PD to teachers and supports to students that display tier I, tier II and tier III</p>	<p>Multiple Phases: Beginning Summer, 2018</p> <p>All leadership development is based on cycles of support that incorporate baseline data collection, goal setting, action planning, implementation, and follow up.</p> <p>The OTS is embedded within the schools to support the cycles on an ongoing basis while MIE provides an outside evaluative perspective through the School Readiness Assessment and follow-up with support as identified.</p> <p>Building leaders utilize coaching cycles to support teachers in strategy implementation through high quality feedback and coaching conversations on at</p>	<p>Mass Insight Education: \$10,000 (Split Funded with 1003a)</p> <p>2 Master Teachers \$128,606.53</p> <p>Social and Emotional Learning Specialist \$79,599.12</p> <p>Mini-Grants: \$9,300</p>	<p>MIE will conduct an annual SRA, an external evaluation, that will be compared with data from the prior years' SRA.</p> <p>Lincoln will see increased staff ownership and understanding of the instructional vision as seen through increases in instructional walkthrough data that show increases in strategy implementation aligned to the vision</p> <p>Lincoln will utilize the walkthrough system to progress monitor and create goals based on whole school and individual teacher data trends.</p>

	<p>behavior concerns with the overall purpose of improving relationships and increasing students' ability to be calm, alert, and ready to learn.</p> <p>In order to support classroom implementation of innovative teaching ideas that lead to increased rigor, each Lincoln teacher will receive a mini-grant to help offset the cost of materials.</p> <p>Additionally, Lincoln will host a 2-Day Teacher Academy in the Summer to maintain and further develop efforts of increased rigorous classroom learning opportunities for all students. The Teacher Academy will not only provide professional development to teachers, but it will also allow for one PD day for additional school staff to further advance the instructional shift and shared school vision.</p> <p><i>Person Responsible: Principal, Assistant Principal, Master Teachers, Office of Transformational Support, Teacher, SEL Specialist</i></p>	<p>least a biweekly basis.</p>	<p>2-Day Lincoln Teacher Academy: \$7200</p> <p>LSI's Building Expertise Conference, 2019: \$11,142.55</p> <p><i>7 people</i> Conf Fee: \$4200.00 Flight: \$3500.00 Hotel: \$2203.55 Food: \$ 735.00 Luggage: \$ 364.00 Parking: \$ 140.00</p>	
Implement Comprehensive Instructional Reform Strategies	<p>OTS Support, in collaboration with MIE, provides building leaders coaching strategies and resources that utilize high-leverage focused feedback to instructional staff to ensure that all building staff have a support person. Through ongoing collaboration at all layers of leadership, a pipeline of leadership will promote second order change and ownership of the instructional shift.</p>	<p>Multiple Phases: Starting Summer, 2018</p> <p>All development is based on cycles of support that incorporate baseline data collection, goal setting, action planning, implementation, and follow up to ensure that</p>	<p>Mass Insight Education: \$10,000 (Split Funded with 1003a)</p> <p>2 Master Teachers</p>	<p>MIE will conduct an annual SRA, an external evaluation that will be compared with data from the prior years' SRA.</p> <p>Increased staff ownership and understanding of the instructional vision as seen through instructional walkthrough data that show increases in strategy implementation aligned to the vision</p>

	<p>Based on the shared instructional vision of Lincoln, comprehensive instructional reform will focus on research and evidenced based practice that increases student-centered instruction with rigor. The principal and the master teachers, in collaboration with the OTS, will participate in PD from Learning Science International (LSI) in order to implement research-based instructional reform that increases student autonomy and cognitive complexity in the classroom.</p> <p>The building leaders will work in collaboration with the RtI and Social and Emotional Learning team to ensure the needs of students are met academically, as well as socially and emotionally. When students are calm, alert, and ready to learn - then they are able to develop 21st century skills.</p> <p><i>Person Responsible: Principal, Assistant Principal, Master Teachers, Office of Transformational Support, Teacher, SEL Specialist</i></p>	<p>all levels of school leadership have a support person.</p> <p>Building leaders utilize coaching cycles to support teachers in strategy implementation through high quality feedback and coaching conversations. Each teacher receives the support at least biweekly.</p>	<p>\$128,606.53</p>	<p>Increase in quality of master teachers' as observed through quarterly observations of coaching conversations that contain criteria of research-based highly effective feedback.</p> <p>OTS and building leader support sessions that address areas of growth based on documentation of previous and ongoing coaching conversations.</p>
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<p>Increase Learning Time</p>	<p>Lincoln School provides a summer school program that is designed through data to support student learning throughout the summer. Utilizing NWEA, teachers will tailor instruction to meet the needs of each student.</p> <p>Additionally, multiple teachers participate and develop before and after school programs in collaboration with the Family and Community Engagement Coordinator that increase learning time and ensure that students have opportunities for enrichment as well as remediation.</p> <p><i>Person Responsible: Principal, Assistant Principal, Office of Transformational Support, Teacher</i></p>	<p>Spring 2019 - planning</p> <p>Summer, 2019</p> <p>Ongoing enrichment and remediation opportunities through before and after school programs</p>	<p>Extended Learning Teachers: \$14,283.68</p> <p>Extended Learning Transportation \$5,000</p>	<p>Progress monitoring targeted areas of instruction throughout summer school and before and after school programs.</p>
<p>Create Community-Oriented Schools</p>	<p>The Family and Community Engagement Coordinator at Lincoln School organizes services for families to become more knowledgeable about resources within their community.</p> <p>Events are specifically designed to create a safe environment where community members and community partners collaborate in the school to foster relationships, and ensure stakeholders have access to educational resources that will increase student academic opportunities and wrap around supports.</p> <p>Examples of this include but are not limited to the Lincoln Health Fair, Lincoln's Food Pantry, Site Council.</p>	<p>Monthly Site Council Meetings</p> <p>Ongoing event planning and implementation</p>	<p>Family and Community Engagement Coordinator: \$34,659.16</p>	<p>Increased number of community partners.</p> <p>Increased number in families that are provided support and/or that request additional support or resources</p> <p>Increased number of participants at school events.</p>

	<i>Person Responsible: Principal, Assistant Principal, Family and Community Engagement Coordinator</i>			
Provide Operational Flexibility	<p>Sustain the internal lead partner model in order to keep the operational flexibility needed for Lincoln (people, time, program, and dollars).</p> <p>Lincoln's principal will make evidence-supported requests and lift concerns and barriers to OTS Director of School Transformation for support.</p> <p><i>Person Responsible: Office of Transformational Support, District Leaders</i></p>	Weekly support meetings with building leaders	Office of Transformational Support: <i>(Funded out of SIG 1003a)</i>	Lincoln school meets School Improvement Plan (SIP) Goals
Sustain Support	<p>OTS in collaboration with MIE will continue to build internal capacity by building leadership pipelines through coaching cycles and research-based best practices in rigorous instruction and social and emotional learning and by ensuring that every school staff member has a support person.</p> <p><i>Person Responsible: Director of School Transformation, Mass Insight Education</i></p>	Ongoing goal setting, progress monitoring, and action planning	Mass Insight Education: <i>\$10,000 (Split Funded with 1003a)</i>	Coaching quality and support cycles

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Lincoln’s artifact will be an example of a teacher created rigorous task that provides evidence of student teaming and scaffolded instruction. The outcome was selected for its research-based practice for increasing rigorous learning opportunities for students.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19												
Complete the budget below:												
SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 10,404.00		\$ 3,879.68					\$ 9,300.00			\$ 23,583.68
21000	Support Services - Student		\$ 52,243.38		\$ 27,355.74							\$ 79,599.12
22100	Improvement of Instruction (Professional Development)	\$ 94,657.51	\$ 1,000.00	\$ 39,949.02	\$ 200.00	\$ 10,000.00		\$ 11,142.55				\$ 156,949.08
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation							\$ 5,000.00				\$ 5,000.00
33000	Community Service Operations		\$ 22,360.29		\$ 12,298.87							\$ 34,659.16
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 105,061.51	\$ 75,603.67	\$ 43,828.70	\$ 39,854.61	\$ 10,000.00	\$ -	\$ 16,142.55	\$ 9,300.00	\$ -	\$ -	\$ 299,791.04
Indirect Cost: 1.36		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										299,791.04
Total after deducting Property:												299,791.04
Total Available for Indirect Costs:												4,077.16
Amount of Indirect Cost to be used:												4,077.16
Grand Total After Indirect Cost:												\$303,868.20

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
-Teacher Mini Grants for teacher recruitment and retention: 9,300	
Professional Services	Other Purchase Services (travel, communication)
-External Evaluation/Partner: 10,000 (MIE-SRA Split funded with 1003a)	-Summer School transportation 5,000
	-School leaders attend LSI Building Expertise Conference 2019: 11,142.55

SIG Staffing								
Instructions: Complete the SIG Staffing information below								
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description	
Lori Noble	Family and Community Engagement Coordinator	Non-Cert	1	N	N	N/A	The Family and Community Engagement Coordinator develops programs and activities designed to engage families and the community in order to improve student achievement. The position works with the school leadership team to plan and implement a family/community partnership-friendly school climate.	
Multiple Teachers Currently Vacant for Summer 2019	Teacher: Extended Learning Time	Cert	N/A	Y	Y	Title I	Instructs students and facilitates their learning in accordance with corporation policies and state guidelines. Guides students in educational activities designed to promote intellectual, social, and physical growth. Teaches the essential skills that will contribute to students' development as educated and responsible adults.	
Sarah Bombick	Master Teacher	Cert	1	N	Y	Title I	The Master Teacher is a strong instructional practitioner with a history of results. The Master Teacher must be able to analyze student needs, help others improve their practice through collaborative relationships and modeling, provide high quality embedded professional development and PLC support.	
Marvin Smith	Master Teacher	Cert	1	N	Y	Title I	The Master Teacher is a strong instructional practitioner with a history of results. The Master Teacher must be able to analyze student needs, help others improve their practice through collaborative relationships and modeling, provide high quality embedded professional development and PLC support.	
Vacant	Social Emotional Learning Specialist	Non-Cert	1	N	N	N/A	The Social Emotional Learning Specialist will provide technical expertise to the school SEL team to collect and analyze data to provide tiered supports to students and teachers that allow students to develop self regulation strategies that can be used in the classroom. Expertise will be utilized to write function-based behavior plans for the most at need students and assistance provided to teachers for appropriate implementation.	
All Staff	Lincoln Academy	Cert	N/A	Y	N	N/A	2 Day Lincoln Academy for certified staff summer 2019. The focus of the academy is to onboard staff with priority knowledge on high-leverage initiatives such as PBIS, SEL, PLCs, and instructional expectations	
All Staff	Lincoln Academy	Non-Cert	N/A	Y	N	N/A	1 Day Lincoln Academy for non-certified staff summer 2019. The focus of the academy is to onboard staff with priority knowledge on high-leverage initiatives such as PBIS, SEL and instructional expectations	